Queensland Teachers’ Union

National Review – Supporting Working Parents: Pregnancy and Return to Work

**Industrial Agreements and policy referencing Queensland State School Teachers access to Parental leave and part time work**

1. Department of Education, Training and Employment State School Teachers' Certified Agreement 2012

<http://www.qirc.qld.gov.au/resources/pdf/certified_agreements/cert_agreements/2012/ca562_2012.pdf>

1. **TEACHERS' AWARD - STATE 2012**

<http://www.qirc.qld.gov.au/resources/pdf/awards/t/t0110_swc12.pdf>

1. **FAMILY LEAVE (QUEENSLAND PUBLIC SECTOR) AWARD - STATE 2004**

<http://www.qirc.qld.gov.au/resources/pdf/awards/f/f0026_f0003_080512.pdf>

1. Queensland Government – Directive No 26/10 – Paid Parental Leave

<http://www.psc.qld.gov.au/publications/directives/assets/2010-26-paid-parental-leave.pdf>

1. Queensland Government – Directive No 10/10 – Recognition of previous service

<http://www.psc.qld.gov.au/publications/directives/assets/2010-10-recognition-of-previous-service.pdf>

1. Queensland Government – Breast feeding at work policy

<http://www.psc.qld.gov.au/publications/assets/policies/breastfeeding-work-policy.pdf>

1. Department of Education, Training and Employment – Part Time Teaching policy

<http://ppr.det.qld.gov.au/corp/hr/hr/Pages/Part-Time-Teaching.aspx>

* Decision Making Flowchart
* Part time teaching conditions
* Part time teaching application
* Part time teaching agreement
1. Department of Education, Training and Employment – Parental Leave policy

<http://ppr.det.qld.gov.au/corp/hr/hr/Pages/Parental-Leave.aspx>

* Parental leave
* Returning to duty after parental leave information document
* Parental leave procedure
* Access to other leave while on parental leave
1. Please provide any **data** on the prevalence, nature and consequences of discrimination experienced by women when they became pregnant at work and/or men and women who have returned to work after taking parental leave with the National Review

There are issues pertaining to **accessing** part time work, then the **implementation** of the process. The highlighted names refer to the case studies below that expand on examples listed.

* Where women are **unaware of their entitlements or conditions**, and are refused access to part time work – they often choose to stay on extended leave and therefore are disadvantaged in terms of lost income, salary progression, accrual of leave (sick and long service leave and superannuation). Faced with the challenge of resistance, sleep deprivation and other associated stressor associated with caring for an infant find it all too hard and resign or take further leave. Paula\*
* Systemically – women across various regions of the department have been informed by regional HR that to apply to access part time work (regardless of reason) and the subsequent return to the full time status than an ***expression of interest* for transfer** is required. This is not correlate with the part time policy and or central DETE processes. The Transfer Guidelines indicate that teachers wishing to return to full time should do so within the transfer *time frames*, for full time positions the following year, but there is no requirement to complete this transfer paperwork. This results in unnecessary heightened anxiety regarding relocations and transfers. While not policy, this approach certainly adds a level of determent as it implies a ‘risk’. Yvonne\*
* **Quotas** – the policy does not support quotas of part time work. This does not stop some regional and school leaders discouraging the practice and informing teachers that their request cannot be accommodated as the “quota” or level for the school has been reached. There has also been a practice in some schools that there is only ‘permitted’ one part time arrangement or job sharing across one year level in primary schools. \*Emma
* Appropriate staffing of **fraction requests** – part time work for teachers is dependent on the capacity of the school to timetable their sought fraction. The policy and supporting documents support the access of part time work, especially on return from parental leave. The policy places the onus on the school to support requests, except where it is not operationally convenient to do so. It is the view of the QTU that the onus is then on the school to prove that a request cannot be accommodated. Where a request cannot be accommodated genuinely because of operational purposes, it is then hoped that region will assist with placement at another nearby school. This is not always supported. Paula\* and Bernie\*

The QTU recognises in secondary schools it can be challenging to meet part time requests that accommodate subject areas taught and levels– the size of the school and the willingness to meet the request are inherent factors to the success. Primary schools are often reliant on job sharing requirements and in regional, rural and remote settings, this can be problematic. The QTU is aware of scenarios where requests have been denied claiming the inability to secure job share partner, when the applicant has provided suggestions of available teachers. The QTU is aware of cases where there has been expectations of ‘split shifts’ (despite the Award clearly excluding this practice 5.4.2 (b)) and where fractions are placed across a wider time frame than requested. An example is where 0.8 FTE be worked across the five school days. Helen\*

The onus is often on teachers themselves to find their own teaching partners. In region locations, where teachers have a very limited pool, but close networks, even when suggested, teachers requests are declined. In large metropolitan areas, there are many opportunities for temporary teacher to job share that aren’t made available. Georgia\*

* **School leaders** – perception that school leaders are unable to access part time work, are often discouraged at a regional/managerial level. Frida and Bernie\*
* **Temporary Teachers** – where their confinement dates fall at the beginning of the year, they often have difficulty securing contract work due to the perception that ‘schools are replacing the replacement teacher’. To access paid parental leave, there must be a temporary contract from which to access the leave from. Mistakenly some school leaders inform teachers that they are not able to employ them as they are pregnant. It is to be noted, that on these occasion when taken up with the relevant regional HR staff, this is amended very promptly. School administrators are curriculum and school leaders and are not HR or industrial expects however they are not always provided with the support and advice needed from regional HR.
	+ The QTU and DETE have a “Temporary Teacher Conversion to Permanency Memorandum of Agreement” which was initially negotiated in 2010 as a result of enterprise bargaining. Currently the subsequent MOA is being finalised. It was essential that the new MOA clarified the process for temporary teachers who had broken service or gaps in service because of parental leave. Many temporary teachers are not eligible for the offer of permanent employment following three years of service because of a break in service due to parental leave. The new MOA is still in draft form, it is hopeful that this will address this inequity, but many teachers who failed to inform the department of the nature of their break (despite it immediately following periods of paid parental leave) struggle to have the department recognise the nature of their break for the conversion process or having the department recognise this retrospectively. The onus remains unfairly on the teachers to prove that they have correctly identified their situation to HR (when HR often have dismissed women who have tried to inform them, as they don’t have access to ‘unpaid leave as they are temporary employees’) when there has been no advice or process provided to them to advise them of this need.
	+ Temporary teachers who have accrued entitlements over time (sick and long service leave) and in some cases, other public service areas, who have a break greater than twelve months, because of parental leave lose their entitlements. \*Jenna
* **Nature of the work** – even within the twelve months of accessing the parental leave, some teachers are provided with subjects of not the same stature (no access to the senior classes/curriculum) or are placed in ‘relieving’ positions (across a school or a district). \*Sue
* It is not uncommon for Principals to create an atmosphere that discourages applications for part time work, the bandying of comments such as “we don’t like part time here”, or “our parents don’t like part time” serves as a discouragement for teachers to apply and are common place.
* **Timeliness** – the capacity to book and plan for childcare with organisational timeframes (limitations of childcare in regional and rural settings). Decisions around requests to access part time working conditions are delayed pending future events such as day 8 (“day 8” is a state wide student enrolment data collection day on which staffing and resources are allocated). Changing of the days worked without consultation also takes place which impacts on childcare arrangements. Paula\*, Georgia\* and Sue\*

**Parental leave**

* Access to CPPL – a region of DETE that informed women with accrued LSL that they could not access the 18 weeks of CPPL as they couldn’t access unpaid leave prior to paid leave, which was incorrect.
* Temporary teachers (especially secondary and TAFE) who have an extended period of time over the summer vacation period due to the very nature of the work, have the negative consequence of sometimes being ineligible for the CCPL because of this break in service as they will have failed to meet the requirement of working the 10 of the previous 13 months.
* Access to teaching certain subject areas and year levels due to a perceived notion of disadvantage and disruption to learning for students where the teacher may need to take leave (access to parental leave). June\*
* Lack of confidentiality - the QTU is aware of cases where women’s pregnancy is disclosed without their permission and where explicit requests to remain confidential have not been met. June\* and Helen\*
* Access to higher duties allowances for periods of paid parental leave, teachers who act in higher duties across other school sites often struggle to have this service recognised, despite the public service directive being clear. Anna\* and Linda\*

**Lactation breaks**

* Many requests for lactation breaks and entitlements are misunderstood by school leaders, who are unaware of the government policy. There are then misunderstandings about the need for teachers to use meal breaks or their non contact time to express or feed the child.
1. Please provide any **case studies** of women and men’s experiences of discrimination with the National Review

Please note that all school and teacher names have been altered to protect identification.

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| Name \* | Employment status | Case study |
| Sue\* | Permanent, primary school teacher in the Brisbane Metropolitan area. | Returning from parental following the birth of her second child, Sue contacted her school principal three months prior to return date to request a part time arrangement of between 0.6FTE and 0.8 FTE (3/4 days a week). Initially approved at 0.6FTE, Sue arranged childcare for three days a week. Two weeks prior to returning to work Sue was informed that 0.6FTE could not be accommodated and only 0.4 FTE was available. This put Sue in considerable financial stress and made this known. Sue was paying for three days a week childcare and was reliant on the additional income. The school indicated that they did not have any further work for her. The 0.4 FTE role consisted of supervising the library and providing non contact time for class room teachers. It was not consistent in status with her pre-leave role. Stating the school could not accommodate her request for the following school year, Sue was asked to complete a transfer application, she did so and explicitly expressed that she financially need a minimum of 0.6 FTE. Sue received a transfer to a school that required her to travel further, but was still 0.4 FTE. Negotiations with staffing officers of region, with union advocacy saw this increase to 0.6FTE but would require Sue to teach across two separate primary classrooms. On further union intervention, Sue was able to stay at her current location at provided with 0.6 for the next school year. Region also provided an additional 0.2 in relief work for the remainder of the school year. The QTU was subsequently contacted by Evelyn (below) the principal and decision maker in Sue’s case. Had Sue been required to maintain the 0.4 FTE it would have impacting on her financially through slower progression through the salary increments, slower accrual of leave entitlements (sick and LSL) and impacted on her superannuation.  |
| Evelyn \* | Principal, primary school in Brisbane Metropolitan area. | Evelyn contacted the union seeking information and advice on DETE policy. As a principal she was concerned that she had inadvertently provided unfair and incorrect information to Sue in the case above. Evelyn was unaware of the DETE policy, decision flow making chart, and despite ongoing conversation with staffing officers in regard to Sue’s situation, was not provided with any advice or guidance with her decision making.  |
| Paula \* | Secondary teacher, large high school, western Brisbane area. | Paula has been on maternity leave in 2013, and advised her school that she wished to return to work at a part time fraction. For a previous pregnancy she was told that the school could not accommodate her part time request and Paula subsequently extended her leave (unpaid) and returned to work full time when her child was older. The school admin team informed Paula in late October that her request had been received but approval could not be given until “day 8” of the 2014 school year (6 February) as school enrolments and staffing may fluctuate. Discussions and negotiations with the school are ongoing with union assistance. The incapacity to provide a timely response or willingness to investigate Paula’s request when the 2014 timetable is being developed highlights the negativity towards part time work. There is a lack of awareness in regards to child care arrangements Paula needs to make and arrange.  |
| Georgia\* | Secondary teacher, large high school, Gold Coast. | Georgia was on maternity leave all of 2013, she wrote to her principal seeking part time work on return from the commencement of the 2014 school year. Georgia requested to work 0.6FTE. The principal and deputy concluded that a response could not be made until “day 8” of the 2014 school year (6 February) as school enrolments and staffing may fluctuate. The school informed Georgia that unless she located her own job sharing partner, the request could not be accommodated. Georgia sought advice from the QTU and relayed DETE policy and frameworks to them via email on QTU advice and the request has since been accommodated. |
| Anna\* | Substantively classroom teacher, acting in higher duties for extended time - primary school in South Coast region. | Anna had worked in her school in higher duties for approximately 18 months prior to going on paid parental leave. She sought information about her eligibility for her parental leave to be paid at the higher rate prior to commencing leave in 2012. The paid parental leave was initially paid at higher duties, but was then retracted and a recoup took place. Anna sought assistance from the QTU. DETE relayed that the system reflected that there was a break of 5 weeks in the higher duties than rendered her ineligible for the PPL at the higher rate. As there was no paper trail to support her claim, the onus was then on the principal to support her claim. This has been ongoing attempts by region and the QTU to support Anna’s claim, but unsupported by evidence the department has been unable to process the claim. The onus lay with the principal in the light of no paperwork trail to verify Anna’s claim of higher duties; requested by region, the scenario was denied, when sought by Anna, it was supported. The QTU has submitted this case to DETE in October this year and are still waiting on an outcome for PPL that was paid during the beginning of 2012. |
| Yvonne\* | Secondary teacher, large high school, far north Queensland. | While not returning from maternity, Yvonne did wish to access part time work for family care purposes, a sole parent with two children with health needs (one with a recognised disability) Yvonne was required to submit the transfer EOI in order to apply for part time for the 2014 school year. The system then generated an email stating that she had been unsuccessful in her request, despite it being approved at a school level. Distressed and confused, Yvonne sought assistance from the QTU, upon clarification, the request was granted and the system generated the response – the request was always approved, but this added step and process that is not needed or required created unnecessary anxiety. |
| Frida\* | Principal of small primary school, metropolitan Brisbane.  | Following paid parental leave, Frida accessed unpaid leave, completing small amounts of supply and contract work during semester one, 2012. She sent an email to her regional supervisor requesting to return to work part time. She was asked to outline what this may look like for a school leader, and following ongoing, confidential advice from the QTU provided examples and scenarios. The regional leader told Frida that he did not feel it appropriate for a principal and suggested that part time could be accommodated in the positions of Head of Curriculum (HOC) or Deputy Principal (DP) which are demotions for a principal. Following much communication in email form, meetings and phone conversations that began in February 2012, the return to work at a part time capacity was finally confirmed by Frida’s supervisor in November 2012 for the commencement of the 2013 school year. |
| Bernie\* | Principal of small, primary, regional/remote school. | Bernie became a principal in 2010 in a small town where she met and married a local. Believing herself unable to have children was surprised to become pregnant. Her baby was born in June 2011. In April 2012 conversation began about her return to work, she wished to return to work but suitable child care was not available in the small centre where she worked. Her mother moved to the small town to provide care, but was only able to do so part time because of her health. Bernie was told part time as a principal in the community was not possible, so another position was sought, this would mean living away from her partner or an extended commute. She was told that nothing was available and she would need to teach for 6 months (demotion). Bernie began discussions about relocation to another centre with child care facilities so that two relocations where not required. Bernie indicated state wide preferences in the relocation process and was told that the only position was in a one teacher school with child care 30 minutes away. Bernie was in teacher accommodation in her substantive position, and was required to move out of the residence to accommodate the replacing acting principal for her substantive position. She was then told that a classroom position in a larger regional centre was available. Accommodation at the centre is extremely expensive (mining) and a consequence, the only viable option was to purchase a house. Now in a teaching position, no longer able to access departmental housing and required to relocate, the financial costs were significant. Bernie was also told incorrectly by the region that she was ineligible for the CPPL. She also was not paid on the correct teacher scale and was incorrectly paid over that Christmas vacation period. The QTU sought relocation expenses for Bernie, a relocation at her substantive position and remunerated at a higher than teacher wage. This was finally successful, but took months to resolve. In April 2013 the relocation finally came through and she struggled to seek relocation expenses. It took until June 2013 for the relocation expenses to be paid. The department’s failure to support her initial need for part time and lack of support through the process and the struggle to access child care, suitable positions, part time work, the financial strain and a subsequent additional pregnancy has made life in the new location, without family support (that was available in the initial location) too hard. Consequently, Bernie is currently strongly considering resignation from DETE.  |
| Peta\* | Permanent primary teacher in large South Coast school.  | Following a period of unpaid and paid leave for caring purposes and a death in the family, Peta sought part time work for health reasons. She was told by her school principal that she could not, as the school’s quota for part time had been reached. Peta applied for a transfer at her desired part time fraction to try to increase the likelihood of the request being supported but was unsuccessful in her transfer. Following much intervention and close to two months of negotiations, a part time position was made available to Peta at the school at her desired fraction, she has a transfer to another school for 2014.  |
| Clare\* | Secondary teacher in large school in far north Queensland | Following maternity leave, was due to return in August 2012, asked by principal to delay return until October as it was disruptive to students because of assessment/exams. Clare was not timetabled onto her specialist teaching area for the 2013 school year, and a temporary employee was provided with this class. Was asked by the principal to fill out a transfer EOI. Following much negotiation was provided with the teaching classes for the 2014 school year.  |
| Jenna\* | Temporary secondary teacher, greater Brisbane area. | Prior to becoming a teacher, Jenna worked in the Queensland public service in another profession. She had accrued significant LSL and sick leave. As per the Recognition of Previous Duties Public Service Directive, these entitlements had transferred to DETE. Unable to secure permanent employment, following the birth of her second child, Jenna did not undertake any work for 12 months. Had she been a permanent employee, there would have been no issue as she would have been on leave from DETE. As she was a temporary employee, this break of 12 months has meant her accrued entitlements have been lost. The directive and industrial agreements do not provide any capacity for DETE to support this claim or override the directive.  |
| Dimity\* | Permanent, secondary teacher in a large northern Brisbane school.  | Following a workplace injury that required a scan, Dimity discovered she was pregnant. As the results provided that information to her school leaders, she expressly requested this information remain confidential, as family members had still not been informed. Two days later, Dimity was congratulated by colleagues in her staff room. Following a period of parental leave, Dimity requested to work 0.8 FTE in early October 2013 for the 2014 school year. The request was supported, but Dimity was informed that there would be a requirement for the 0.8 to be worked over 5 days, thus requiring additional childcare. Initial appeals by Dimity were dismissed until QTU intervention took place. It was disclosed to the school admin, though hesitant because of breaches of privacy, that the full day of non work was needed to take her child to ongoing medical appointments because of a specialist medical condition. Even then, it was apparent that the administration felt that they were doing Dimity a favour by meeting this request and inappropriate requests for details pertaining to the health issue was made. Contrary to other large high schools, it was deemed that the timetable for the 2014 school year was already completed and that there were many subsequent, flow on changes to other teacher as a result of Dimity’s request.  |
| Kylie\* | Temporary to permanent conversion, secondary  | Kylie was identified in the conversion process, and was able to access PPL through the conversion process. Wishing to access time at home with her infant child, she was not provided with a permanent offer within the normal time frames of the process. Negotiated with eh QTU on her behalf, the DETE staffing officer had Kylie ‘floating’ at a region, but not placed against a school. Not yet permanent, and not places against a school, finding herself pregnant again, Kylie was anxious as to what would happen for her in terms of subsequent paid parental leave and a further leave. Enquiries at region discovered a change of personnel, no record of the negotiated ‘floating’ and a requirement for the QTU to take up the history with the regional manager of HR. The matter has now been resolved.  |
| Jamie\* | Temporary, secondary teacher | Four months off her eligibility to be considered in the conversion process, Jamie’s baby was due in February 2013, unable to secure a contract in the south east for the commencement of the school year, Jamie applied for positions via telephone across regional Queensland. She secured a position, but commenced labour early and could not commence duty because of labour pains. The QTU was required to intervene when HR felt Jamie has mislead the department and the principal about being able to take up duty because of her pregnancy and did not feel that she was entitled to access paid parental leave for the period of the contract she had secured. The principal had a phone interview and did not know that she was pregnant and close to her due date.  |
| June\* | Permanent, secondary teacher in large Gold Coast school. | June disclosed to her HOD that she was pregnant in early 2013 and asked explicitly that this remain confidential. She was then asked by another HOD about her pregnancy. June was then informed that a temporary teacher would now be appointed her senior, specialist class (for which she had been presented teaching awards) because she would be taking leave. When June queried this decision making at a higher level the reason changed and was then presented as ‘capacity building’ for inexperienced staff. June is firm in her belief that if for any reason other than she was pregnant, she would have been teaching that subject.  |

1. Has your organisation observed any **trends** in relation to discrimination experienced by women when they become pregnant at work and/or men and women who have returned to work after taking parental leave?
* Temporary Employees – difficulty having the parental leave period recognised in terms of nullifying the break in service for the conversion process. The policy that is due to be fully released in 2014 is very good, but implementation and verification are challenging especially in trying to have it considered retrospectively. Access to contracts when obviously pregnant and in need of a contract from which to take leave from is not easy. Jamie\*
* School leaders – school leaders struggle to access part time work following parental leave and in some regions there are definite limitations as to what can be negotiated. There are many models of successful arrangements but hesitancy within the department to try.
* Teachers, especially temporary and relief teachers, struggle to access lactation breaks on return to work. Often principals are unaware of the requirements to support lactation breaks and QTU assistance and guidance is required. This often requires ongoing ‘negotiation’ and a heightened degree of flexibility on the lactating mother.
* Despite end/midyear requests for part time for the following year, there is an incitation that ‘day 8’ is being cited as a reason to not provide a response or approve requests. In reality, when planning staffing for the following year and building the staffing structure, this is the most opportune time and the request can be placed, with other planning built around the part time request.
* Despite public perceptions, school are not “9-3” workplaces and the onus of teachers to work extended hours, past the school day and judgments being made on teachers who leave ‘early’ (soon after the end of the student school day) despite in most cases, extended amounts of work taking place after hours. The roll out of IT and “laptops’ for teachers has meant much work that used to take place at school, after hours, is now able and expected to take place at home, after hours. Often after hours work from home is necessary to keep up and also due to the limited capacity for the department’s online system that records student behaviour, progress and operational forms has limited bandwidth and access is only possible after hours. This does not stop parents needing to leave the work place being seen as ‘unprofessional’.
1. Identify any **limitations or gaps in the legislative and policy framework** in relation to pregnancy discrimination and return to work. What are the key challenges in the relevant legislative and policy framework?
* Currently there is no provision to assist families who need to access leave if they are primary carer for a newborn infant in a foster arrangement, or where they have been asked to provide care for an infant in government care. The QTU has assisted two members in the previous twelve for whom this was an issue. Julie\* was asked by a government agency to be primary carer for a newborn infant (4 weeks of age), the mother was unable to provide care and was in an institute, the birth father (Julie’s nephew) was deemed unsuitable. Julie was on long service leave at the time, but had planned on using her leave for other personal and family matters. She applied to DETE for maternity leave, but as the Award or the Directive made no mention of the foster care arrangements, there was no authority to provide this paid leave to her. Paid Special Leave was then sought; this was also not supported by DETE. Eventually Julie was able to change her LSL to Carer’s leave (sick) and reserve her LSL. Without a substantial amount sick leave available, Julie would have been financially disadvantaged by her caring duties (upon request of the government). Julie provided care for the infant for three months, she was then placed in the care of another Aunt.

Mary\* was asked by a state government agency to provide care for a newborn infant. On extended special leave, Mary sought paid leave to assist her, however, as with Julie, no paid leave was available as it did not meet the birth or adoption category.

* Awareness – DETE have very supportive policy and supporting documents, however some school leaders are ignorant of it or make decisions in isolation of good HR support/advice. There is a need for improved training for decision makers.
* The term “flexibility” needs strengthening, there a places where stronger language would provide applicants with more assurances, especially upon re-entry following maternity leave. The onus of flexibility often falls on the parent, not the employer.
* Jenna\* lost a great deal of accrued entitlements because as a temporary teacher there was no provision available to ‘preserve’ her accrued LSL and sick leave when a she did not work for 12 months following the birth of a baby, had she been a permanent employee, or not had a child, these entitlements would not have been lost. Most of the entitlements had accrued while working as a permanent employee as a professional in another state government agency. The awards, agreements and directives do not provide for this scenario in Queensland, so that a temporary employee who has accrued entitlements who has a break in work greater than 12 months loses all accrued sick and long service leave.
1. Please provide case studies of **leading practices and strategies** for addressing discrimination in the workplace in relation to pregnancy, parental leave or return to work that you can share with the National Review.
* DETE policy is very supportive and good. Where this policy is understood and systemically supported it provides teachers with family friendly working provisions. In the case of \*Sue and subsequent conversations with her principal Evelyn\* it became apparent that Evelyn had no knowledge of the policy, where to access it or the need to access further support in this scenario.
* In the first instance, the QTU provides parents with the relevant policy and information pertaining to their situation. We then encourage them to email the decision maker with their situation and quote the relevant, supporting policy and seek a response in writing. Where the response is not favorable or reasonable, the local QTU then generally touches bases with the decision maker to seek clarification about their decision making. The policy decision making flow chart is very helpful in this scenario to discuss with the decision makers, their obligations to support requests. If unable to resolve at a school level, the QTU then raises the matter, usually over the phone, followed by email at a regional level. If again unable to secure a favorable outcome, we then progress to a central level.
* The QTU seeks to empower its members by providing them with the policy and strategies to seek remedy to their situation, in the first instance themselves. If not successful, and the case has merit, we will advocate on behalf of the member. This may be via phone in remote or rural setting or where possible by accompanying the member to a meeting with the decision maker.
1. What sorts of outcomes or **recommendations** would you like to see from this National Review?
* A requirement for there to be an obligation of the employee to provide a written response, with reasons in a timely manner to any request to access part time work that cannot be supported.
* A public community campaign that creates heightened awareness of the challenges faced by families in accessing secure, supportive access to parental leave and part time work. Myths surrounding part time prevail, and these influence decision makers negatively.
* Mandatory training for employers about discrimination in the workplace and understanding family friendly supportive work conditions. Society bemoans the loss of values in youth, but demands increased ‘flexibility’ on the worker without though to the ramification to family life. This training needs to be extended, with proper consideration to regional and school leader level.
* Access to part time work in teaching is seen as problematic – the highlighting of the benefits to the employee, the child and the family need promotion and celebration.
1. Please feel free to add any other information relevant to the research project
* I have provided copies of the relevant awards, agreements and policies referred to in this submission. DETE have developed some very useful tools in conjunction with the QTU, of note is the decision making flow chart, part time application and part time teaching agreement.